Engaging Male Students and Staff on Campus in Violence Prevention

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Young men on campus

- Significant proportions of young men (and smaller proportions of women) have violence-supportive and sexist attitudes.

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Attitudes excusing violence

	Males 16-24	Females 16-24
Domestic violence is a private matter that should be handled in the family	17	14
Domestic violence can be excused if the victim is heavily affected by alcohol	7	7
Domestic violence can be excused if, afterwards, the violent person genuinely regrets what they have done	20	10

(Coumarelos *et al*., 2023)

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Attitudes minimising violence and blaming the victim

	Males 16-24	Females 16-24
Women going through custody battles often make up or exaggerate claims of domestic violence in order to improve their case	37	23
It's easy for a woman to leave an abusive relationship	10	10
Many allegations of sexual assault made by women are false	17	7
A lot of times women who say they were raped led the man on and later had regrets	26	13
When a man is very sexually aroused, he may not even realise that the woman doesn't want to have sex	31	25
If a women is raped while drunk/affected by drugs she is at least partly responsible	10	4
If a woman sends a naked picture to her partner, then she is partly responsible if he shares it without her permission	18	18

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Attitudes supporting gender inequality

	Males 16-24	Females 16-24
On the whole men make better political leaders than women	13	4
Men, rather than women, should hold positions of responsibility in the community	13	9
Men should take control in relationships and be head of the household.	18	7
Women prefer a man to be in charge of the relationship.	34	18

(Coumarelos *et al*., 2023)

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Young men on campus

- Significant proportions of young men (and smaller proportions of women) have violence-supportive and sexist attitudes.
- Significant proportions of men (and small proportions of women) have perpetrated violence, abuse, and harassment
- There are violence-supportive peer cultures on and around campus

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Proportions of men who perpetrate

- Systematic review of studies over 2000 to 2017 among Canadian or American male university students (78 samples including 25,524 college men):
  - 29.3% of men have perpetrated sexual violence
  - 19% have perpetrated sexual coercion
  - 6.5% have perpetrated rape (Anderson *et al.,* 2021)
- Man Box survey, Australia, among young men aged 18-30:
  - 28% have perpetrated at least one form of intimate partner violence
  - 24.8% have perpetrated at least one form of physical violence against an intimate partner
  - 20% have perpetrated at least one of three forms of sexual violence against an intimate partner (The Men's Project & Flood, 2024)

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Violence-supportive peer cultures

- The risks of men's sexual violence against women are higher in some contexts than others.
  - E.g., in contexts with gender segregation, high alcohol consumption, use of pornography, and local cultures of sexism, sexual boasting and sexual harassment.
- Other factors that increase the risks of perpetration or victimisation, e.g. gendered sexual expectations, 'party cultures' with sexist social norms, etc.
- Male peer support for violence is an important predictor of men's perpetration

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Engaging male students: Elements of effective practice

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Violence prevention education

- Teaching and learning strategies aimed at the primary prevention of domestic and/or sexual violence
  - Also called: respectful relationships education, healthy relationships education, consent education
- One of the most widely used, and evaluated, strategies
  - 100s of evaluations of university-based sexual violence prevention programs
  - But no evaluations of university programs in Australia
- An effective strategy. If done well, it can produce positive change in:
  - violence-supportive attitudes and beliefs
  - actual victimisation and perpetration

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Effective practice in violence prevention education

1. A whole-of-institution approach
2. A long-term vision and funding
3. Effective curriculum delivery
4. Relevant and tailored practice
5. Evaluation

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1. A whole-of-institution approach

- Comprehensive and multipronged intervention strategies which aim to bring about systemic, sustainable change
- An approach which operates across:
  - Curriculum, teaching and learning
  - University policy and practices
  - University culture, ethos and environment
  - Partnerships and services

2. A long-term vision and funding

- Including resourcing, staffing, and senior-level leadership

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3. Effective curriculum delivery

Four dimensions of educational practice:
a) curriculum content
b) teaching methods
c) curriculum structure
d) educators

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3. Effective curriculum delivery *cont'd*

a) Curriculum content: Programs must address:
- the factors known to drive violence
- both physical *and* sexual violence
- the specific dynamics and determinants of each form of violence.

b) Teaching and learning methods: Effective programs:
- Are interactive, participatory, and include small-group learning;
- Address cognitive, affective, and behavioural domains (what people know, what they feel, and what they do);
- Actively develop participants' skills.

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3. Effective curriculum delivery *cont'd*

c) Curriculum structure: Good practice programs have sufficient duration and intensity to produce change.
- Duration:
    - One-session programs are unlikely to make substantial and lasting changes
    - Lengthier, multi-session programs have greater impacts
- Mixed-sex or single-sex?
    - Both have advantages and disadvantages
    - Can use a sequence of both.

d) Educators: Should be university staff (not peer educators)

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4. Relevant and tailored practice

- Good practice programs are informed by knowledge of their audiences and local contexts and tailored for particular campus populations.
- Work with *any* group or population in *any* context should be 'culturally appropriate'
- At the same time, pay attention to forms of difference or diversity associated with ethnicity, class, and sexuality

5. Evaluation and improvement
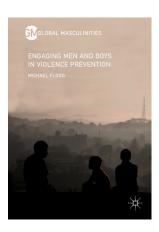
- A comprehensive process of evaluation

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Online prevention education?

- Online delivery has important advantages over in-person interventions
- Some evaluations:
    - RealConsent (six 30-minute modules): positive attitudinal and behavioural change (Salazar *et al.* 2014)
    - TakeCARE (20 min.): little positive impact (Kleinsasser *et al.* 2015)
- The same criteria apply as for face-to-face education…
    - Online programs ideally are interactive, they teach skills, and they are of sufficient duration and intensity to make change

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Engaging men in particular

- Use a gender-transformative approach
    - Oriented towards transforming gender roles, relations, and structures
    - Involving men in critical reflection on masculinities and gender
- Use effective ways to make the case to men
    - See Chapter 5 of *Engaging Men and Boys in Violence Prevention*
- Address typical forms of resistance and backlash
    - See VicHealth's guide *(En)countering* resistance and the evidence review (Flood, Dragiewicz, and Pease 2017): https://www.vichealth.vic.gov.au/media-and-resources/publications/13-steps-to-tackle-gender-discrimination

GM GLOBAL MASCULINITIES

ENGAGING MEN AND BOYS IN VIOLENCE PREVENTION

MICHAEL FLOOD

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Engaging male students through social marketing and communications

Social marketing: should be *comprehensive*

- Communication and social marketing interventions have greater impact if they:
  - Are more intensive
    - One-off films don't work
  - Involve exposure to messaging through more than one component, and/or
  - Are complemented by on-the-ground strategies

Social marketing: should be *engaging* and *relevant*

- Understand the audience
  - Generate familarity, or "social self-identification"
- Offer a positive message
- Use influential messengers
  - High-profile or influential men?
- Draw on masculine culture?
  - Tension between complicity and challenge

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Engaging male students in anti-violence advocacy

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Community mobilisation

- Definition: individuals and groups taking action through coalitions, networks, and movements
- Histories of mobilisation:
  - Feminist movements put violence against women on the agenda.
    - Beginning as part of the second wave of feminism in the 1970s
    - Shaping service and policy responses and prevention efforts
  - Activist men's groups emerged around the same time, on a smaller scale.
    - Men Against Sexual Assault (MASA), Canberra Men's Gathering, Men Opposing Patriarchy (MOP), Men Against Patriarchy (MAP), Men Against Gender Injustice Collective (MAGIC), etc.
    - White Ribbon Campaigns

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Campus anti-rape advocacy

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Mobilising men (and women) on campus

- Male anti-violence groups and networks are absent on Australian campuses
- Community mobilisation has key strengths for prevention:
  - Addresses preventable risk factors at a greater scale
  - Leads to more culturally relevant and thus engaging interventions
  - Empowering for participants, in facilitating both personal and collective change
  - Can shift peer norms and relations
  - Important in holding universities to account
- Universities should support violence prevention mobilisations and advocacy by students and staff.

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Engaging male staff as allies and advocates

- Male staff are all but invisible in violence prevention and reduction work.
  - But clearly some are part of the problem.
  - Neglect of staff perpetration of violence and abuse against students and against other staff.
- There are promising initiatives among men in workplaces in Australia
  - See DCA report, *Men Make a Difference* (2017)
- US universities: male advocates and allies programs

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So…

- It *is* possible to shift the attitudes, behaviours, and inequalities which feed into violence, abuse, and harassment.
- *If* our efforts are well-designed (and that is a big if), then we *can* make change.

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Engaging men in prevention: Online resources

- Engaging men in violence prevention: http://www.xyonline.net/content/violence-walking-tour-some-xy%E2%80%99s-content
- Engaging men in building gender equality: https://xyonline.net/category/article-content/working-boys-and-men
- Articles, manuals, & other resources on violence against women: http://www.xyonline.net/category/article-content/violence
- References on engaging men in violence prevention: http://www.xyonline.net/content/t-men's-anti-violence-education-and-activism
- References on engaging men in building gender equality: https://xyonline.net/books/bibliography/bibliography-26
- Dr Michael Flood's publications: http://www.xyonline.net/category/authors/michael-flood

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